

Management of Academic Supervision to Improve Teacher Performance at MTs N 3 and MTs N 4 Banjarmasin City

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Abstract.

This study is motivated by low teacher performance at MTsN 3 and MTsN 4 Banjarmasin, such as: (a) the unpreparedness of the teachers in carrying out teaching, (b) a number of teachers do not have textbooks and do not arrange teaching units, (c) low basic skills, especially in evaluating learning processes. This study focused on 1) academic supervision policies and programs to improve teacher performance; 2) implementation of academic supervision policies and programs to improve teacher performance; 3) academic supervision problems to improve teacher performance; and 4) future solutions and improvements on the implementation of academic supervision to improve teacher performance at MTsN 3 and MTsN 4 Banjarmasin. This study used a qualitative approach with a case study method. Data were collected using interviews, observation, and document studies to then further analyzed using triangulation techniques. This study used management theory by Griffin and supervision theory by Daresh, and performance theory by Hersey & Blanchard. Based on the results; 1) academic supervision policies and programs were not optimal to improve teacher performance; 2) academic supervision policies and programs to improve teacher performance based on assessment aspects have been carried out, but administrative requirements for teacher performance appraisals have not been fulfilled; 3) implementation of academic supervision to improve teacher performance is faced with low mentality, infrastructure support, financing, and unclear division of academic supervision tasks, and 4) future solutions and improvements on implementation of academic supervision to improve teacher performance at MTsN 3 and MTsN 4 Banjarmasin is through providing clarity on planning, implementation, and evaluation of academic supervision to improve teacher performance. Thus, it can be concluded that the management of academic supervision to improve teacher performance has been carried out through management stages but is still not maximized to comply with national education standards.

Keywords: Management, academic supervision, and teacher performance.

I. INTRODUCTION

Academic supervision to improve teacher performance ensures that the learning process runs according to established standards. Therefore, effective supervision must be sought to improve teacher performance as implementers in the learning process [1]. In schools, teachers play a strategic role and function as "spearheads" in the education process, besides that teachers are also the "most responsible people" for improving the quality of education [2]. Considering that the duties and responsibilities of teachers are so important, the government tries to guarantee the rights and obligations of teachers through Law Number 14 of 2005 on Teachers and Lecturers [3]. This law is expected to improve teacher performance which will eventually be followed by an improvement in the quality of education [4]. Therefore, teachers play an important and strategic role, especially in efforts to form character through the development of personality and values, so that their position and professionalism are difficult to replace [5]. The supervisors are Civil Servant Teachers appointed with the duties, responsibilities, and authorities to oversee the implementation of Education in schools. Supervisors are also professionals with certain qualifications [6]. A supervisor must have the skills and efficient way of working in carrying out the task of supervising and controlling to improve teacher performance [7]. Supervision and control of teaching is an effort so that the implementation of learning is more focused and is a preventive measure to prevent deviations and caution in carrying out teaching tasks [8]. Teachers as mentors and facilitators in learning activities must be able to improve the behavior of students and assist in solving problems faced by students in life, then also directly interact with students so that they can support student learning success [9]. The ability to manage the teaching and learning process can encourage students to develop their potential [10].

Supervisors can work closely with teachers. Supervisors have important responsibilities in conducting academic supervision [11]. Supervisors must be able to assess and foster teachers in order to improve the quality of the learning process so that it has an impact on improving the quality of students [12]. One of the empowerment programs for teachers is academic supervision. Academic supervision is a series of

activities to help teachers develop the ability to manage the learning process in order to achieve academic goals [13]. Academic supervision is an effort to help teachers develop their ability to achieve academic goals. In the digital era and modern times, the need for professional teachers is very high [14] [15]. In line with this statement, several education experts also stated that teachers generally have not shown professionalism [16]. This can be seen from several indications, namely: teachers behave passively, just stand and explain in front of the class, while students tend to be listeners, and are rarely involved in the contextual learning process so that motivation, appreciation, and attention from teachers are low [17]. Improving the quality of learning is a continuous activity. Teachers are the spearhead of success in madrasas who are tasked and responsible directly to the community as users of educational services, principals as leaders of formal educational institutions, government as policy makers, where education quality assurance is carried out by teachers, so that national education goals are achieved [18] [19]. The quality of education can be known through teacher performance appraisals. Competence can be defined as knowledge, skills and abilities controlled by a person in order to perform cognitive, effective and psychomotor behaviors as well as possible [20].

Based on preliminary studies and interviews with teachers at two study locations, the results of teacher performance appraisal in 2019 showed that MTsN 3 Banjarmasin had an average score of 77 while MTsN 4 Banjarmasin had an average score of 79. Based on interviews with the Head of Education Department at South Kalimantan Religious Affairs Office, Hj Elisa Roosmawati, S.Pi.,M.Pd.I, the score of AKG online in madrasas was 78. According to the Head of Supervisors at Banjarmasin Religious Affairs Office, Drs.Ahmad Husaini, M.Pd, the supervision program has not been implemented optimally even though supervisors are absolutely necessary to motivate and provide optimal academic supervision services to teachers according to conditions in madrasas. Based on this description, the improvement of teacher performance in the future is needed so that there is an improvement in professionalism that will have a positive impact on students. Teacher performance improvement can be done through academic supervision. Based on the preliminary study, MTsN 3 and MTsN 4 Banjarmasin had low teacher performance with an average score of 78, where MTsN 3 Banjarmasin had an average score of 77 while MTsN 4 Banjarmasin had an average score of 79 even though the minimum standard was 80. Low teacher performance at MTsN 3 and MTsN 4 Banjarmasin can be seen from (a) the unpreparedness of the teachers in carrying out teaching, (b) a number of teachers do not have textbooks and do not arrange teaching units, (c) low basic skills, especially in evaluating learning processes, (d) teachers have not been able to develop methods and media and learning tools according to the curriculum in madrasas, (e) unprepared learning plans that only follow documents from the previous year or from other people, (f) teachers only deliver one-way learning according to curriculum demands without regard to the characteristics of students, (g) some teachers do not have a high responsibility towards work, (h) some teachers coming late for certain subjects, and (i) teachers lack the will to communicate with parents of students.

In empowering teachers, academic supervision is still considered to make teachers as objects. The relationship between teachers and supervisors in academic supervision has not created a harmonious partnership. This can be seen in the results of initial observations, among others: (1) teachers are still treated as observed objects, so there is a long distance between teachers (supervisees) and supervisors, (2) supervision and training carried out by supervisors are not effective, so there is no visible change in teacher performance from training and supervision carried out, and (3) supervisors are less responsive to problems and tend to blame teacher performance, but are less able to direct and resolve these problems to completion.

Based on the description above and the conditions in the field carried out by researchers in the preliminary study, low teacher performance is thought to be caused by the lack of optimal academic supervision carried out by supervisors at MTsN Banjarmasin, so the researchers aimed to find out

- a. What are the academic supervision policies and programs to improve teacher performance at MTsN 3 and MTsN 4 Banjarmasin?
- b. How is the implementation of academic supervision policies and programs to improve teacher performance at MTsN 3 and MTsN 4 Banjarmasin?

- c. What are the problems during academic supervision to improve teacher performance at MTsN 3 and MTsN 4 Banjarmasin?
- d. What are the solutions and future improvements in the implementation of academic supervision to improve teacher performance at MTsN 3 and MTsN 4 Banjarmasin?

II. METHODS

This study used a qualitative approach with a case study method to describe or explain a matter to be classified so that a conclusion can be drawn. Data were collected using interviews, observation, and document studies to then further analyzed using triangulation techniques. This study used management theory by Griffin and supervision theory by Daresh, and performance theory by Hersey & Blanchard [2] [18]. This study was carried out at MTsN 3 and MTsN 4 Banjarmasin to explore data in the form of words into written or oral sentences from people and observed behavior which was obtained naturally through observation and intensive communication with various data sources, both supervisors, principals, vice-principals and teachers.

1. Location

This study was carried out at MTsN 3 and MTsN 4 Banjarmasin based on the low teacher performance as seen from an average score of 78, whereas MTsN 3 Banjarmasin had an average score of 77 while MTsN 4 Banjarmasin had an average score of 79 even though the minimum standard was 80. MTsN 3 Banjarmasin is located at Jl. Mahligai Pemurus Luar East Banjarmasin Sub-District and MTsN 4 Banjarmasin is located at Laksana Intan 21 RT 12 South Banjarmasin Sub-District. The two Madrasas were under the auspices of the Banjarmasin Religious Affairs Office.

2. Subjects

The subjects were determined using purposive sampling based on the adequacy of information and facts regarding the management of academic supervision to improve teacher performance. The subjects were:

- a. Head of Education Department at Banjarmasin Religious Affairs Office.
- b. Head of Supervisors at Banjarmasin Religious Affairs Office
- c. Principals of MTsN 3 and MTsN 4 Banjarmasin
- d. Teachers of MTsN 3 and MTsN 4 Banjarmasin

3. Data collection technique

Data were collected using interviews, observation, and document studies of the informants at MTsN 3 and MTsN 4 Banjarmasin which were adjusted to the problem formulation and study objectives. Data collection using the three main techniques prioritizes ethnic perspectives or emphasizes the views of respondents, especially the way they view and interpret the world and their beliefs. Data sources in the social context were activities, actors, and places.

a. Observation

This technique was carried out by observing directly the conditions in the field, both in the form of physical conditions and behavior between supervisors and principals, principals and teachers, and other relevant activities. Observation is data collection involving action or social interaction between researchers on the one hand and subjects on the other. Researchers observed the implementation of academic supervision to improve teacher performance at MTsN 3 and MTsN 4 Banjarmasin, especially among teachers.

b. Interviews

Interviews were conducted at MTsN 3 and MTsN 4 Banjarmasin. Initial interviews are preliminary to get a global overview of the organization, environment, and background, while subsequent interviews are more in-depth or intensive according to interview guidelines. Data collection through in-depth interviews is the main technique in this study with two types, namely focused interviews and unstructured interviews. To improve the effectiveness and efficiency of interviews, researchers used interview guidelines, although in practice they are not always bound by these guidelines. This activity was carried out either at specific times, during participatory interviews, during observation, or during accidental encounters with respondents. This activity was carried out by creating a

conducive atmosphere through mutual trust, equal partnership relations, and understanding of the cultural or work environment.

c. Documentation

Documents were used to complement and support study data in the form of history, profiles, achievements obtained by teachers related to integrated quality management of resources at MTsN 3 and MTsN 4 Banjarmasin which embodies teacher performance.

4. Instruments

The study instruments can be seen in the following table.

No	Purpose	Indicator	Sources	Technique		
				W	O	D
1	Academic supervision policies and programs to improve teacher performance at MTsN 3 and MTsN 4 Banjarmasin	<ol style="list-style-type: none"> 1. What are the vision, mission, goals, and objectives of academic supervision policies and programs? 2. Why are academic supervision policies and programs necessary to improve teacher performance? 3. Who makes academic supervision policies and programs to improve teacher performance? 4. When are academic supervision policies and programs made to improve teacher performance? 5. Where are academic supervision policies and programs made to improve teacher performance? 6. How to formulate academic supervision policies and programs to improve teacher performance? 	<ol style="list-style-type: none"> 1. Head of Education Department at Banjarmasin Religious Affairs Office 2. Head of Supervisors at Banjarmasin Religious Affairs Office 3. Supervisors Madrasah yang membina MTsN 3 and MTsN 4 Banjarmasin 4. Principals of MTsN 3 and MTsN 4 Banjarmasin 5. Teachers of MTsN 3 and MTsN 4 Banjarmasin 	√	√	√
2	Implementation of academic supervision policies and programs to improve teacher performance at MTsN 3 and MTsN 4 Banjarmasin	<ol style="list-style-type: none"> 1. What is performed in the implementation of academic supervision policies and programs to improve teacher performance? 2. Why are academic supervision policies and programs necessary to improve teacher performance? 3. Who is involved in the implementation of academic supervision policies and programs to improve teacher performance? 4. When will academic supervision policies and programs be implemented to improve teacher performance? 5. Where are academic supervision policies and programs implemented to improve teacher performance? 6. How is the technical implementation of academic supervision policies and programs to improve teacher performance? 	<ol style="list-style-type: none"> 1. Head of Education Department at Banjarmasin Religious Affairs Office 2. Head of Supervisors at Banjarmasin Religious Affairs Office 3. Supervisors Madrasah yang membina MTsN 3 and MTsN 4 Banjarmasin 4. Principals of MTsN 3 and MTsN 4 Banjarmasin 5. Teachers of MTsN 3 and MTsN 4 Banjarmasin 	√	√	√
3	Academic supervision problems to improve teacher performance at MTsN 3 and MTsN 4 Banjarmasin	<ol style="list-style-type: none"> 1. What are the obstacles when implementing academic supervision policies and programs to improve teacher performance? 2. Why do obstacles occur in the implementation of academic supervision policies and programs to improve teacher performance? 3. Who is involved in controlling constraints during the 	<ol style="list-style-type: none"> 1. Head of Education Department at Banjarmasin Religious Affairs Office 2. Head of Supervisors at Banjarmasin Religious Affairs Office 3. Supervisors Madrasah yang membina MTsN 3 and MTsN 4 	√	√	√

No	Purpose	Indicator	Sources	Technique		
				W	O	D
		implementation of academic supervision policies and programs to improve teacher performance? 4. Where do the problems with academic supervision policies and programs to improve teacher performance occur? 5. When do the problems with academic supervision policies and programs to improve teacher performance occur? 6. What is the strategy to overcome this problem to improve teacher performance?	Banjarmasin 4. Principals of MTsN 3 and MTsN 4 Banjarmasin 5. Teachers of MTsN 3 and MTsN 4 Banjarmasin			
4	Future solutions and improvements on the implementation of academic supervision to improve teacher performance at MTsN 3 and MTsN 4 Banjarmasin	1. What efforts are being made to solve the problems of academic supervision policies and programs to improve teacher performance? 2. Why can this problem occur? 3. Who has a role in solving problems of academic supervision policies and programs to improve teacher performance? 4. Where can this problem be solved? 5. When and how long should the problem be resolved? 6. What are the strategic steps taken to improve academic supervision policies and programs to improve teacher performance?	1. Head of Education Department at Banjarmasin Religious Affairs Office 2. Head of Supervisors at Banjarmasin Religious Affairs Office 3. Supervisors Madrasah yang membina MTsN 3 and MTsN 4 Banjarmasin 4. Principals of MTsN 3 and MTsN 4 Banjarmasin 5. Teachers of MTsN 3 and MTsN 4 Banjarmasin	√	-	√

Note : W (Interviews), O (Observation), D (Documentation)

III. RESULT AND DISCUSSION

A. Management of Academic Supervision Dalam to Improve Teacher Performance at MTsN 3 Banjarmasin

- a. Academic supervision policies and programs to improve teacher performance at MTsN 3 Banjarmasin

Based on the results of interviews and document studies at MTsN 3 Banjarmasin, all aspects relate to the weaknesses of the teachers for 1 year. Parties involved in the preparation of academic supervision policies and programs to improve teacher performance at MTsN 3 Banjarmasin City were principals, supervisors, vice principals, and senior teachers.

Academic supervision policies and programs cover all components as set out in the main duties of academic supervision, especially activities contributing to an improvement in teacher performance. Parties involved in the preparation of academic supervision policies and programs to improve teacher performance at MTsN 3 Banjarmasin were (a) Supervisors, (b) principals and teachers, and (c) Madrasah Education Department as education policy makers. Supervisors have several roles in the preparation of academic supervision policies and programs to improve teacher performance, namely (a) preparing annual programs on standard processes, (b) implementing academic supervision policies and programs, (c) providing input to the Madrasah Education Department in making policies, and (d) overseeing policies made by the Madrasah Education Department and the Ministry of Religion in general.

- b. Implementation of academic supervision policies and programs to improve teacher performance at MTsN 3 Banjarmasin

Based on the results, improving teacher performance through academic supervision: (a) administratively, if teachers show/achieve certain indications as stated in the academic supervision policies and programs made by supervisors, and (b) factually/real, if the teachers reach the level of knowledge, certain skills, and competencies as targeted/ outlined in academic supervision policies and programs. From the management side, to improve teacher performance, several innovative ideas can be performed, namely:

- 1) Continue to motivate and inspire teachers to improve competence by instilling a mindset about the importance of updating competencies.
 - 2) Supervisors should be more intense in carrying out academic supervision with the following techniques (less intense by most supervisors, namely; individual supervision, because it can touch more on personal aspects and collaboration supervision because it will make teachers feel comfortable, so the supervision process can run more comfortably, smooth and effective).
 - 3) Supervisors to be motivators, initiators and innovators in competency improvement, such as always trying to find the latest information and knowledge in order to have global competencies needed in carrying out tasks/professions in this century and the following phases. (CL. W. B1)
- c. Academic supervision problems to improve teacher performance at MTsN 3 Banjarmasin

Based on the results, academic supervision problems to improve teacher performance at MTsN 3 Banjarmasin are :

- 1) Limitations in carrying out the function as an academic supervisor caused by the complexity of managerial tasks and other things.
 - 2) The quality culture has not yet been realized among teachers, so there are still many teachers who have a negative opinion of academic supervision.
 - 3) Inadequate madrasa infrastructure in supporting learning.
- d. Future solutions and improvements on the implementation of academic supervision to improve teacher performance at MTsN 3 Banjarmasin

Future solutions and improvements on the implementation of academic supervision to improve teacher performance can be carried out as follows :

- 1) Approach and coordinate with the principal in the hope of carrying out academic supervision to teachers properly,
- 2) Provide supervision and training.

The follow-up from management of academic supervision to improve teacher performance are :

- 1) Identify the results of academic supervision.
- 2) Analyze the cause of the problem
- 3) Collaborate with principals, teachers, and other parties in finding the best solution to these problems

The indicators of an improvement in teacher performance are if teachers show/achieve certain indications as stated in the academic supervision policies and programs made by supervisors and if the teachers reach the level of knowledge, certain skills, and competencies as targeted/ outlined in academic supervision policies and programs

B. Management of Academic Supervision Dalam to Improve Teacher Performance at MTsN 4 Banjarmasin

- a. Academic supervision policies and programs to improve teacher performance at MTsN 4 Banjarmasin

Based on interviews and document studies, academic supervision policies and programs to improve teacher performance are formulated in a structured, clear and high-effective manner to be realized in the school environment effectively and efficiently. The preparation of policies and programs is preceded by coordinating between school parties who are responsible for progress in educational services through deliberation and training on important matters relating to devices supporting learning activities for all subjects and data on improvement in educational services with regard to supervision.

The vice principal on curriculum provides understanding to teachers about concepts, principles, basic theories, characteristics of student learning development by providing examples of creative, innovative learning, problem solving, critical thinking, and entrepreneurial instincts; trains teachers in

preparing learning plans based on content standards, core competencies/KI and basic competencies/KD, and the principles of developing learning plans; trains teachers in selecting and using strategies/models/methods/learning techniques leading to a scientific process-based approach and can develop various student potentials; trains teachers in carrying out learning activities (in the classroom, laboratory, and/or in the field) to develop student potential; trains teachers in managing, maintaining, developing and using educational media and learning facilities; motivates teachers to utilize information technology for learning.

Parties involved in the preparation of academic supervision policies and programs to improve teacher performance at MTsN 4 Banjarmasin were supervisors, principals, teachers, and students. Teachers plan and carry out teaching and learning activities such as preparing teaching plans, conducting teaching demonstrations, developing subject matter, selecting and utilizing the environment as a learning resource, making and using simple learning tools, and preparing written learning materials. The success of academic supervision policies and programs can be seen from the improvement in the quality of teachers in providing teaching to students, starting from the availability of complete learning tools and changes in teacher behavior before and after supervision.

b. Implementation of academic supervision policies and programs to improve teacher performance at MTsN 4 Banjarmasin

Based on the results, academic supervision aims to guide teachers to overcome difficulties or obstacles faced in learning. Of course, academic supervision is one of the important factors to improve teacher performance. Academic supervision helps teachers develop the ability to manage the learning process to achieve learning objectives. Implementation of academic supervision policies and programs has so far been carried out with class visits whose schedule is not known. Supervision aims to assess and improve the factors influencing the learning process and the quality of learning so as to create quality graduates and efforts to improve the quality of learning by providing services and assistance to improve the quality of teaching in the classroom which will help teachers develop themselves in addition to helping principals to adjust educational programs based on conditions. Implementation of academic supervision is to provide assistance to teachers in order to develop their competencies, develop curriculum, develop working groups of teachers (MGMP), and classroom action research. Implementation of academic supervision policies and programs are as follows :

- 1) Academic supervision programs,
- 2) Implementation of academic supervision programs,
- 3) Analysis of program implementation,
- 4) Academic supervision follow-up,
- 5) Supervision report.

The success indicator of academic supervision policies and programs is the availability and completeness of appropriate supervision instruments including learning tools, evaluation results and academic data as supporting information. The influence of academic supervision on efforts to improve teacher performance can be seen from the continuous and sustainable monitoring process of supervisors which motivates teachers to be more creative, productive and innovative in learning activities to explore self-potential and student potential so that the optimization of education services in madrasas can be realized.

The success of academic supervision policies and programs can be seen from several indicators, namely (a) administratively, if teachers show/achieve certain indications as stated in the academic supervision policies and programs made by supervisors, and (b) factually, if the teachers reach the level of knowledge, certain skills, and competencies as targeted/outlined in academic supervision policies and programs. Academic supervision occupies an important position and influences efforts to improve teacher performance because with continuous training the teachers will be more skilled. Second, to provide training to heterogeneous teachers regarding the level of knowledge and skills. Third, to provide motivation and inspiration in creating and innovating to teachers in facing challenges and advances in science and technology.

c. Academic supervision problems to improve teacher performance at MTsN 4 Kota Banjarmasin

Based on the results, there are overlapping activities so that operational time can be informed long before supervision to make it more effective, and this problem is quite influential on policies and programs for academic supervision to improve teacher performance because in reality many teachers still have not prepared appropriate learning tools requested by the supervisory team. In this case, there is a lack of discipline in the main tasks that are mandated. Good and compact solutions and coordination are needed between supervisors and schools so as to inspire school management to guide, direct, and take firm action on teachers who do not comply with academic regulations in providing educational services. Training for teachers wants teacher performance to be better so that teachers are motivated to make improvements both in terms of improving administration, learning processes, improving the quality of learning materials and learning media, and personal and professional development in general.

d. Future solutions and improvements on the implementation of academic supervision to improve teacher performance at MTsN 4 Banjarmasin

The success indicator of academic supervision policies and programs are as follows:

- 1) Guidance,
- 2) Assisting in solving problems,
- 3) Carrying out supervision,
- 4) Creating interpersonal relationships,
- 5) Assessing work

The solution to the problems faced can be implemented by prior approach to the teachers concerned and also explaining that this supervision activity actually encourages teachers to be able to explore abilities in developing various learning methods and mastering learning tools or media through trainings and workshops on the use of better teaching media. There are several ways to improve teacher performance namely through training teachers, guiding teachers to be able to use technology in learning activities, and proposing the provision of technology to facilitate teachers to make it easier and better to improve knowledge and performance. However, there are several problems in implementing academic supervision namely:

- 1) Limitations in carrying out the function as an academic supervisor caused by the complexity of managerial tasks and other things.
- 2) The unpreparedness of teachers during academic supervision
- 3) Inadequate infrastructure in supporting learning.

These problems directly affect the academic supervision policies and programs to improve teacher performance. These problems must be used as challenges in carrying out the next academic supervision. Solutions to overcome these problems are:

- 1) Approach and coordinate with the principal in order to better manage time to carry out academic supervision to teachers,
- 2) Provide guidance, inspiration, and ideas for improving their performance and competence.
- 3) Provide guidance and inspiration to principals to improve madrasah infrastructure both in quantity and quality.
- 4) Provide guidance, inspiration, and motivation to teachers so that they are consciously motivated to empower all resources/environment to become a means/media as well as learning resources.

The follow-up from management of academic supervision to improve teacher performance are:

- 1) Identify the results of academic supervision.
- 2) Analyze the cause of the problem
- 3) Collaborate with principals, teachers, and other parties in finding the best solution to these problems.

IV. CONCLUSION

Management of academic supervision to improve teacher performance can be specifically concluded as follows:

- a. Academic supervision policies and programs to improve teacher performance are implemented based on policies and programs by supervisors but are still not optimal for improving teacher performance. Academic supervision policies and programs to improve teacher performance are absolutely necessary for achieving the goal of improving teacher performance. Policies and programs are the first steps to realizing teacher performance, this will have an impact on the implementation of academic supervision.
- b. Academic supervision policies and programs to improve teacher performance based on assessment aspects have been carried out, but administrative requirements for teacher performance appraisals have not been fulfilled. Implementation of academic supervision policies and programs to improve teacher performance has an impact on improving the quality of learning by improving teacher performance. Teachers have great potential in each of them, but this potential has not been implemented in teaching activities because of the lack of stimulation and motivation from supervisors as school leaders and seniors. Principals are required to be able to work together with their subordinates, in this case, the teachers.
- c. Implementation of academic supervision to improve teacher performance is faced with low mentality, infrastructure support, financing, and unclear division of academic supervision tasks. Problems in the implementation of academic supervision to improve teacher performance will have an impact on disrupting the implementation of academic supervision policies and programs to improve teacher performance. Supervisors play an important role in improving teacher performance while teachers have a very important role in determining the quality of teaching carried out, therefore there is a reciprocal relationship between teachers and supervisors in improving the quality of education, especially teacher performance.
- d. Future solutions and improvements on implementation of academic supervision to improve teacher performance is through providing clarity on planning, implementation, and evaluation of academic supervision to improve teacher performance. Future solutions and improvements on the implementation of academic supervision seek to improve teacher performance which still does not meet academic qualifications. The quality of teachers can be improved through supervision.

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